



## Jersey Premium Strategy Statement

This statement details our College's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this calendar year, and the effect that last year's spending had within our school.

### School Overview

Detail	Data
School Name	Victoria College
Number of pupils in school	664
Proportion (%) of JP eligible pupils	2%
Calendar year that this strategy covers	2023
Date on which this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Gareth Hughes, Headteacher
Jersey Premium Lead	Anthony Griffin, Assistant Headteacher – Student Progress

### Funding Overview

Detail	Data
JP funding allocation this calendar year (estimated)	£12,415

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## Part A: Jersey Premium Strategy Statement

### Statement of Intent

Our College community shares a collective vision to provide a world-class education, both inside and outside of the classroom, that develops each pupil to embrace a love of learning, to be kind and compassionate, and to fulfil their potential.

Our three strategic aims this year are:

- Developing our people
- Academic excellence
- Promoting a culture of kindness

Our intent at Victoria College therefore is to foster an inclusive learning and school environment, which promotes high attainment for all pupils, irrespective of their socio-economic background. We pride ourselves on providing a rounded education, with a wide range of co-curricular opportunities to support the personal development of our pupils.

To that end, we aim to ensure curriculum equity through high quality teaching that meets the needs of each pupil. Our internal monitoring systems enable an acute awareness of both pastoral and academic needs, and allow for individual-scale targeted interventions that are bespoke to each pupil.

The purpose of this strategy is to ensure that all pupils who are eligible for Jersey Premium are supported and enabled to fulfil their potential by:

- ensuring academic and co-curricular opportunities are inclusive and available for all pupils;
- providing high-quality training for staff to ensure needs of pupils are recognised and met;
- maintaining a safe, happy, and caring environment based on mutual respect and tolerance.

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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring literacy needs are identified and addressed, to provide a strong base for achievement across the curriculum.
2	Ensuring pupils eligible for JP funding have the same levels of access to digital resources and content.
3	<p>Due to the diverse needs of a small number of pupils who classify as eligible for Jersey Premium funding we are fortunate enough to be able to target interventions at individual-level.</p> <p>Our focus is to ensure clear oversight of the needs of pupils academically and in the full curriculum, with individual action plans agreed as necessary.</p>

## Intended Outcomes

This section explains the outcomes we are aiming to achieve **by the end of the current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Ensure attendance of pupils across the College is high, including disadvantaged pupils.</b>	Data will show attendance is in line with wider College cohorts.
<b>Ensure attainment of pupils (progress and public examination results) remains high.</b>	Individually, pupils attain and make progress at least in line with expectations.

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<b>Ensure a broad curriculum and co-curriculum offer is fully accessible for all pupils, including disadvantaged pupils.</b>	Engagement with co-curricular provision is tracked and in line with cohort levels of engagement.  Co-curricular offer is responsive to feedback from all learners and actively promotes inclusion.
<b>Emotional and social wellbeing of disadvantaged pupils across the College to be in line with peers.</b>	All pupils have access to timely and appropriate support from pastoral staff, to include referrals to outside agencies, in-school provision, and peer-mediation.
<b>Improve insight into the challenges faced by disadvantaged students, in the widest sense.</b>	Records of interventions for JP students to have contributions from a range of staff.  JP students regularly part of staff briefings and training. A focus for this year will be to improve adaptive teaching to ensure equity (not equality of provision).

### Activity in this calendar year

This details how we intend to spend our Jersey Premium funding **this calendar year**, to address the challenges listed above.

### Teaching and Learning Projects (estimated budget: £3500)

Activity	Evidence to support	Challenge
<b>Additional training for teaching staff regarding neurodivergency</b>	EEF evidence review for inclusion, especially of SEND students and the wider impact that greater inclusion can have on all pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</a>	3
<b>Develop literacy skills across KS3 by continued use of Lexia for intervention and support.</b>	Lexia subscription total £6k, journalled over three years at £2k/year.  Lexia PowerUp has been found to have a significant impact on progress of adolescents: <a href="https://www.sciencedirect.com/science/article/pii/S0193397321000927">https://www.sciencedirect.com/science/article/pii/S0193397321000927</a>	1, 2, 3

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**Targeted Academic Interventions** (estimated budget: £2400)

Activity	Evidence to support	Challenge
<b>Small group interventions led by student support staff</b>	<p><b>From UK DfE National Tutoring Programme Guidance 2022</b></p> <p>Tuition Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive <a href="#">small group tuition</a> may make, on average, 4 months additional progress and pupils who receive <a href="#">one-to-one tuition</a> may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience. <a href="#">Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research</a> shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p>	1, 2, 3
<b>Support musical learning for students. Music lessons and grade examinations to be supported for eligible pupils</b>	<p><b>UK DfE Importance of music</b></p> <p><a href="https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education">https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education</a></p> <p>EEF Toolkit – Arts Participation</p>	1, 2

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**Wider strategies** (estimated budget: £6500)

Activity	Evidence to support	Challenge
<b>Improved communication with parents, to identify individual-level needs</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3
<b>Investment in student services provision</b>	Provision of a range of services, including physical spaces and resources, as well as materials to support pupils mental health and academic engagement.	1, 2, 3
<b>Contingency fund to support arising identified needs.</b>	Funding to be held to meet needs and offer opportunities that arise in the course of the year.	1, 2, 3

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## Part B: Jersey Premium Evaluation 2022

### School Overview 2022

Cohort and funding	2021
Jersey Premium budget	£18,145
Total number of pupils	674
Number of pupils eligible for Jersey Premium	19
% pupils eligible for Jersey Premium	2.8

### Overall Aims

Intended outcome	Success criteria
1. Improved access to targeted resources	Monitoring of the number of resources accessed and used by our JP pupils.
2. Enhanced academic achievement	Data analysis to identify an improved Value Added for JP-eligible pupils.
3. Enhanced provision for wellbeing and mental health, to promote the overall welfare of pupils.	All students to have access to a timely and appropriate offering of pastoral support, to include school-based counselling and peer mediation.
4. Improved access to co-curricular activities and clubs.	At least 50% of eligible pupils to make use of some of their JP funds towards a co-Curricular activity or club.

These aims targeted improving the pastoral and wellbeing support for eligible students to advance mental health and engagement in learning. We also sought to develop cultural capital, including extra-curricular trips, music lessons and activities. There were individual interventions to ensure eligible pupils can access resources and equipment in line with non-JP eligible students. Investment in Student Support resources was a key driver in improving access and inclusion.

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Project and Rationale	Impact
Musical provision	Pupils were able to access a range of instrumental lessons, including 1-2-1 tuition, and achieve good graded levels.
Online learning resources (Lexia etc)	Pupils across Y7 accessed Lexia as a diagnostic tool to enable full access to the curriculum. Eligible pupils were provided with access from home to support progress. Impact: progress for JP students in KS3 was at least in line with the wider cohort.
IT resources available for eligible students	A range of IT resources were made available and extensively used by pupils, enabling them to fully access the digital resources necessary in their programmes of study, and the JP Lead checked with eligible pupils to ensure they were aware of the facility.
School counselling hours and additional support	All students benefited from increased provision of support from Sept 2022, including JP students.
Co-curricular opportunities	Funding was provided to ensure access to a range of activities and experiences.

### Reflection

Our monitoring needs to be more rigorous, with a greater capture of pupil voice. For this calendar year,

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